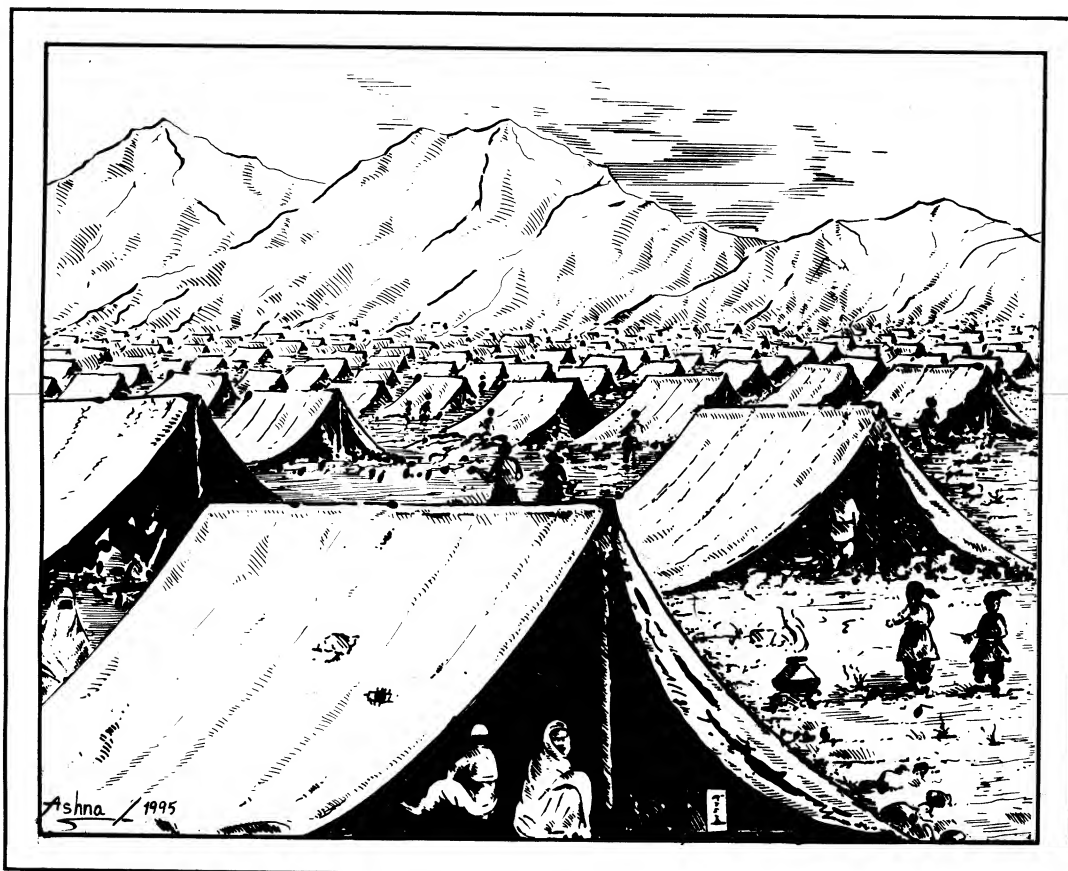


International Rescue Committee

Program for Afghans



Annual Report
1994



In 1994 hundreds of thousands of displaced persons from the war-shattered capital, Kabul, took refuge in the tent camps of Sarshahi and New Hadda in Jalalabad, a southeastern city of Afghanistan where IRC worked with other NGOs to provide emergency services.



TABLE OF CONTENTS

Preface.....	3
Program Area Map.....	4

• PAKISTAN

I. EDUCATION PROGRAMS

* HANGU COMMUNITY EDUCATION PROGRAM.....	6
Teacher Training for Primary School • Subject-Matter Seminars • School Administrators' Training • Refugee Schools	
* SCIENCE AND TECHNOLOGY TRAINING PROGRAM.....	9
Experimental School of the Sciences • Teacher Training and Textbook Program	
* FEMALE EDUCATION PROGRAM.....	12
Female Education and Teacher Training Program • Women's English Language Program • Women's Public Administration Program • Women's Health Educator Training Program • Kodakistan Education Program • Early Childhood Education Training Project	
* CONSTRUCTION RELATED TRAINING PROGRAM FOR AFGHANISTAN....	17
* PROFESSIONAL DEVELOPMENT PROGRAM.....	18
Men's Public Administration Program • Men's English Language Teacher Training Assistance	

II. MEDICAL SERVICES

* HANGU MEDICAL PROGRAM.....	20
Primary Health Care Services: • Maternal and Child Health Program • Community Health Worker Program • Expanded Program for Immunization • Malaria Control and Sanitation Program • Diagnostic and Curative Services: • Dental Program	

III. THE SELF-RELIANCE PROGRAM..... 26

- Income Generation: Apprenticeship Training • Tailoring Training • Credit Scheme
• The Multi-Purpose Workshop
- Services: Construction, Maintenance, and Water Supply Program • Printing Press
• Health Education Resource Center

• AFGHANISTAN

* REHABILITATION PROGRAM FOR AFGHANISTAN.....	33
Agriculture Program • Public Health Program • Education Program	
* RURAL ASSISTANCE PROGRAM.....	40
Grant Oversight and NGO support: Proposal Review and Development • Training and Educational Services • Monitoring • Financial Auditing	

Administration.....	44
Personnel.....	45
Funding Summary.....	46
Donors.....	47
About IRC.....	48

Preface

The illustration on the cover of IRC's annual report this year shows part of the enormous destruction of Kabul that occurred in 1994. The battle over the city by Afghan political leaders led to unprecedented damage and the creation of hundreds of thousands of new refugees and displaced persons. Many of the displaced fled to Jalalabad, a city midway between Kabul and Peshawar, where IRC began a sanitation program early in the year. As the year ended, with hundreds arriving daily, new IRC schools and health services were being prepared to serve the burgeoning camp population.

While its leaders were destroying the capital's human and material assets, people in Afghanistan's countryside, with the assistance of NGOs like IRC, were quietly rebuilding their farms and water supply systems. IRC also assisted rural areas with projects to improve health and educational services, a high priority for families moving back to their former homes from Pakistan where they have become accustomed to the availability of many modern social services.

Many refugees still linger in Pakistan, held back from returning by security and economic concerns. IRC's educational and health services for them continue but often at reduced levels as donor support falls. During much of the year, IRC managers worked with community leaders to obtain greater community support for the services they now receive free.

While overall funding for programs decreased, IRC was very happy to welcome the European Union as a new donor. EU began its association with IRC by providing liberal support for many vocational education projects required for the rehabilitation of Afghanistan. Increased support was also provided by the United States Department of State to establish refugee schools in an area south of Peshawar where educational facilities were badly needed.

At the same time, in a much sadder development, the U.S. Agency for International Development, a generous donor since 1988, ended its program for Afghanistan.

In administrative developments, during the year IRC closed one office, Men's Public Administration Training, and consolidated many others to reduce administrative overhead and free-up program funds.

Despite the discouraging backdrop of Kabul, IRC believes it was successful in providing needed relief services and operating effective programs to encourage repatriation during the year. IRC, for this reason, sends its thanks to the many donors who made these programs possible.

International Rescue Committee

1994 Program for Afghans

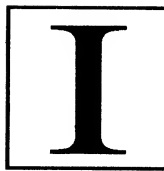
Project Area Map



PAKISTAN

- Education Programs
- Medical Services
- Income Generation and Services

Hangu Community Education Program



IRC firmly believes that education is one of the most effective ways of overcoming the socio-economic and political obstacles which currently hinder development in Afghanistan.

Unfortunately in the refugee camps as well as in Afghanistan, schools do not often exist and, when they do, the quality of teaching is generally poor. Very often their subject-matter knowledge is deficient and their method of teaching focuses on rote memorization and chanting.

At the request of the Afghan refugee community in and around Hangu, in the North West Frontier Province of Pakistan near the Afghan border, an education program was established in 1988 with the overall goal of expanding access to primary education in the refugee camps and improving its quality. To achieve these objectives, the program carries out the following tasks:

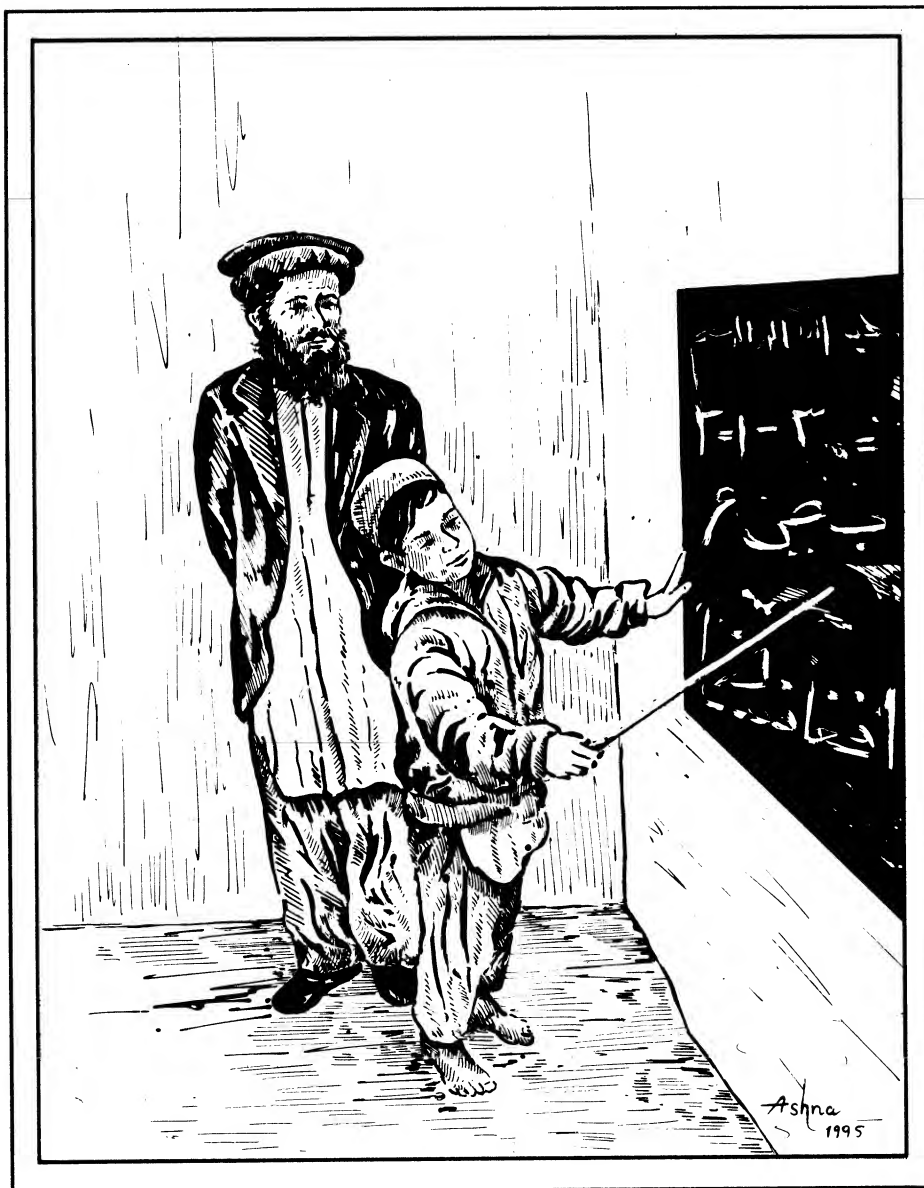
- Training and monitoring the performance of primary school teachers.*
- Upgrading the managerial skills of school administrators.*
- Providing material and financial support to primary classes and schools.*
- Designing and producing teacher guides and other instructional materials.*



• Teacher Training for Primary School Teachers

One strong priority for IRC has been teacher training, one of the most effective ways of improving the quality of education. Its teacher training program promotes the practice of student-centered teaching techniques and effective classroom management principles. Examples of skills acquired include: formulation of objectives, lesson plan preparation, test design and interpretation, design and utilization of visual aids, and application of child psychology theories. Through practice teaching exercises, teachers refine teaching techniques such as question-and-answer, role play, group work,

IRC firmly believes that education is one of the most effective ways of overcoming the socio-economic and political obstacles which currently hinder development in Afghanistan.



IRC, through its Hangu Community Education Program, established 12 new primary schools and one secondary school in the refugee camps in the Hangu area in 1994.

1994 HIGHLIGHTS

- Program trainers conducted five pedagogical seminars for a total of 166 refugee teachers.
- 63 refugee teachers were trained in two subject-matter seminars - one each in mathematics and language (Dari/Pushto).
- 30 headmasters and school administrators were trained in one 12-day seminar.
- 12 new primary and one secondary school were established enrolling over 6,300 students.

competition, and field work exercises. The teacher trainers also design, produce and distribute teaching materials to guide and assist the teacher in preparing student-centered lessons and managing classroom activities.

Only 34 teachers were trained in 1988 when the program began. Since then the Hangu Community Education Program has trained over 2,450 refugee teachers in the North West Frontier Province (N.W.F.P.) of Pakistan.

• *Subject Matter Seminars*

Starting in 1992, teacher trainers began to conduct seminars designed to improve the subject-matter knowledge and upgrade the technical skills of primary school teachers. The Hangu Education Program found teachers making good progress in the use of effective teaching techniques; their instruction, however, was hampered by an insufficient grasp of the subjects being taught. During the seminars, the teachers were able to observe the actual use of student-centered techniques in teaching the subject at hand.

• *School Administrators Training*

By 1992, the need for a school administrators' training seminar had become increasingly apparent in the refugee camps as well as in Afghanistan. During monitoring visits, teacher trainers often witnessed a lack of management and leadership skills among headmasters. While teachers were making significant progress in the use of effective teaching techniques and were gaining confidence in their subject-matter knowledge, both they and the students suffered from the absence of consistent leadership in the coordination of school business, establishment of proper discipline and organization, and the provision of an overall atmosphere conducive to learning.

In March 1993, the Hangu Education Program conducted its first school administrators' training seminar with the specific goal of improving administrative skills of headmasters. Topics covered such areas as discipline,

The Hangu Community Education Program has trained over 2,450 refugee teachers in the North West Frontier Province of Pakistan since 1988.

organization and record-keeping, coordination of school business and activities, delegation of responsibilities, and creating a teamwork approach.

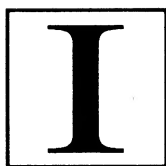
• *Refugee Schools*

The closing, in 1992, of many schools operated in refugee camps by Afghan political parties, created a crisis in the Hangu area where thousands of young Afghan boys and girls were left without access to schools. To remedy this situation, the program, with generous assistance from one of its traditional donors, opened a primary school in each of the 12 IRC-assisted camps. A secondary school was established in a central location to make it possible for students from all areas to attend classes. The program is supplying textbooks, classroom supplies, teacher salaries, as well as tents which can be used as classrooms. In addition, the program closely monitors and supervises the teaching staff.

The Hangu area refugee communities contributed to their children's education by donating land where required and constructing perimeter walls for the new primary schools opened in September 1994. They have also been paying the rent for the new secondary school.



Science & Technology Training Program



RC's Science and Technology Training (STT) Program focuses on improving secondary education for Afghans in the area of mathematics and the sciences.

The STT Program has two components: the Experimental School of the Sciences, a model school, which provides a comprehensive secondary education, with a focus on mathematics and science to Afghan refugees enrolled in grades seven through twelve; and the Teacher Training and Textbook Program (TTT), which provides teacher training, textbooks and other instructional materials to secondary and middle-school mathematics and science teachers working in refugee camps and in Afghanistan.



1994 HIGHLIGHTS

- Over 200 students of the Experimental School passed their final exams with an average mark of over 70%
- Over 40 students of the Experimental School completed computer courses, exceeding the target by over 30%.
- Almost 100 refugee teachers attended science and mathematics seminars to upgrade their subject-matter and pedagogical skills.
- Over 10,000 Afghan refugee students were supplied textbooks.

• Experimental School of the Sciences

Established in 1986, the Experimental School of the Sciences provides a comprehensive secondary education including courses in biology, chemistry, physics, geology, mathematics, geometry and trigonometry. The curriculum is designed to prepare and inspire students to pursue university-level studies in engineering, agriculture, medicine and research. The students also take courses in history, languages and religion and have the option to take extracurricular courses in typing and computers.

High quality instruction, extensive laboratory equipment, limited class size and a comprehensive resource library all combine to set the Experimental School apart from other refugee schools. As opposed to the traditional teaching methods of rote memorization and chanting, the teaching staff at the Experimental School utilizes a variety of student-centered teaching techniques, including group work and question and answer sessions. Furthermore, the school's diverse collection of laboratory equipment provides students with additional opportunities to participate actively in class and to perform experiments in physics, biology, chemistry and geology. Each of these classes has five sets of laboratory equipment, allowing considerably more "hands-on" learning than the standard one set per class in most refugee schools. In another effort to ensure

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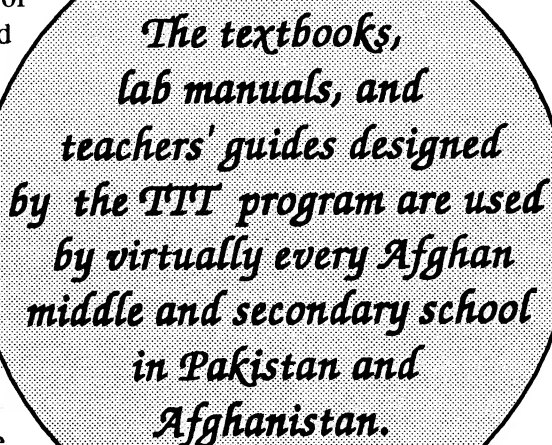
quality education, the Experimental School strictly limits class size to no more than 40 students, very often many less are enrolled, while other refugee schools allow up to 60 or more students per class. The school continues to be the best secondary school for young Afghan refugees in Pakistan and admission is highly competitive.

Throughout 1994 the Experimental School operated under tight budgetary constraints as a result of funding cuts for Afghan refugee programs in Pakistan. To ease some of the budgetary restrictions, the staff was cut and the remaining staff voluntarily agreed to substantial reductions in salaries to enable the program to continue in 1994. Transportation stipends provided to the students were abolished. Monthly fees were introduced for many late-enrolling students attending the afternoon sessions.

• *Teacher Training and Textbook Program*

Established in 1985, IRC's Teacher Training and Textbook Program (TTT) focuses on improving the quality of secondary education for Afghans through teacher training and the development and distribution of textbooks and educational materials.

Over the past nine years, TTT staff have developed three levels of month-long mathematics and science training seminars for Afghan middle and secondary school teachers: Beginner, for teachers who have never attended a seminar; Advanced I, for teachers who have attended the Beginner level; and Advanced II, for teachers who have attended both previous levels. The seminars aim to upgrade the teachers' subject-matter knowledge as well as their pedagogical techniques. Emphasis is on the effective use of student-centered teaching techniques and on improved textbooks, teacher guides and instructional aids.



The textbooks, lab manuals, and teachers' guides designed by the TTT program are used by virtually every Afghan middle and secondary school in Pakistan and Afghanistan.

To augment the subject-matter knowledge of Afghan teachers and enhance the secondary education process, the program has written science and math textbooks, laboratory manuals and teachers' guides. Published in both Dari and Pushto editions, the textbooks are used by virtually every Afghan middle and secondary school in Pakistan and Afghanistan.

Female Education Program

Despite considerable efforts over the past decade to provide educational opportunities for young Afghans, access for Afghan females has remained limited. IRC has, in consequence, developed many educational institutions for Afghan females in Peshawar and other areas of the North West Frontier Province. Its educational programs for girls and women range from support for pre-schools and primary schools to courses for women in the fields of public administration, English, and public health teacher training.

IRC's educational programs for girls and women range from support for pre-schools and primary schools to courses for women in the fields of public administration, English, and public health teacher training.

1994 HIGHLIGHTS

- FETT surpassed its 1994 goal of supporting 20 schools, extending its support to 25 girls' schools comprising 341 classes and a total of 12,514 students.
- More than 1200 monitoring visits were conducted.
- More than 100 teachers attended technique seminars.
- Subject matter training manuals for social science, Arabic studies and administration were completed and printed.

• *Female Education and Teacher Training Program*

IRC's Female Education and Teacher Training (FETT) program seeks to expand access to quality primary education for Afghan girls. Accordingly, FETT conducts teacher training seminars for female Afghan teachers and provides assistance to schools for girls which have been established in local communities.

The resurgence of infighting in Afghanistan in 1994 and the ensuing influx of many new refugees to Peshawar resulted in a tremendous increase in demand for FETT's services. Surpassing its initial objective for the year of supporting 20 schools, FETT went on to give assistance to 25 schools with a total student

population of over 12,500.

- *Teacher Training and Monitoring for Primary School Teachers*

Four pedagogical seminars were conducted in 1994 for more than 100 teachers. Subjects included lesson planning, teaching and training techniques, effective use of teaching materials, testing, class management and psychology. To follow up on training, over 1200 monitoring visits were conducted to observe teachers during the year. Trainers checked teachers' daily lesson plans and observed one of each teacher's classes. They then provided feedback to teachers on specific areas of strength and weakness, together with constructive suggestions on how to improve lessons. Teachers with identified problems were revisited at a later date.

- *Subject Matter Seminars*

Subject-matter seminars were organized for teachers in FETT schools to ensure continuing quality instruction for the students. Six subject matter seminars were organized for nearly 140 teachers who had graduated from FETT technique seminars. Subjects covered in these seminars were Arabic Studies, English, Religion and Health.

- *School Support*

FETT support for schools included financial assistance for salaries, school rental and utility expenses. Instructional materials in the form of textbooks, notebooks and other educational supplies such as blackboards, paper, floor coverings, chairs and pens and pencils were also distributed to FETT supported schools. FETT teacher trainers and monitors visited all FETT supported schools at least once a month and visited some schools more often.

- *Emergency Assistance*

The intensification of hostilities in Kabul and elsewhere resulted in a dramatic increase of refugees and asylum seekers residing in the cities as well as refugee villages or camps in the North West Frontier Province of Pakistan. The majority of these new arrivals are from an urban background and have been educated at generally higher levels than Afghan refugees who entered Pakistan



Over
1200
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conducted by
FETT during
1994 to observe
primary school
teachers.

1994 HIGHLIGHTS

- To meet the ever-increasing demand for English language instruction, the daily schedule was expanded from three ninety-minute sessions to four.
- Over 1400 participants enrolled in the three terms of English classes.
- A total of 155 Afghan females completed the various office management, computer and typing courses.

in the 1980s.

IRC undertook to provide educational assistance for both newly-arrived boys and girls at the primary level by extending its present school in Nasirbagh Refugee Camp located just outside Peshawar. IRC also provided classroom supplies and educational materials to other schools in surrounding areas where newly-arrived Afghan asylum seekers are settled. Over 9,000 textbooks plus miscellaneous classroom supplies, including tents for classroom use, were distributed for the newly-arrived children.



• *Women's English Language Program*

The Women's English Language Program (WELP) has provided English language instruction to Afghan women since 1985. With the ever-increasing demand for English language instruction, the program expanded enrollment in 1994 and held an additional daily session in the second and third terms. Placement tests were prepared and administered at the beginning and end of each term.

Besides its usual language classes, WELP conducted Potential English Teacher Training seminars and initiated a special conversation class for women who did not need to master academic skills. A group of 18 women participated in this specially designed course. Along with its other training activities, WELP organized a special workshop in early June for teachers of English who work with IRC-supported refugee schools. Twelve teachers from six different schools, participated in this workshop.

• *Women's Public Administration Program*

The Women's Public Administration program continued to train Afghan women in typing and computer as well as in effective office management skills. A total of 155 Afghan females completed the various office management,

*Women's
English
language and
public
administration
programs
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Afghan females
in English
language, office
management,
and office
machinery skills
during the year.*

1994 HIGHLIGHTS

- Almost 50 primary school teachers were given intensive training in the teaching of basic health issues.
- At the end of December there were 22 health programs in 14 schools and six clinics.

computer and typing courses offered by this program, which is now closely linked to the Women's English Language Program.

• *Women's Health Educator Training Program*

The Women's Health Educator Training Program (WHETP) seeks to improve the personal hygiene, nutritional awareness and general health of refugee families and communities by carrying out two primary activities:

1. Conducting a training course that prepares Afghan women to be public health educators in refugee hospitals, clinics and schools.
2. Facilitating the establishment of health education departments in such facilities and the placement of trained health educators in those departments.

Three workshops were conducted, covering first aid, how diseases spread, nutrition, and vitamins, to train female teachers working in primary schools for Afghan refugees.

• *Kodakistan Education Program*

"Kodakistan", meaning "place of children" is the Dari word for a pre-school.

1994 HIGHLIGHTS

- Two four-month ECEPT courses trained a total of 30 women to be pre-school teachers.
- Two model kodakistans and a total of 20 outreach kodakistans were in operation at the end of 1994, providing educational opportunities to over 700 infants and children.
- KEP staff completed their collection of action songs for children and compiled them into a book. The program also completed translation of the updated version of the KEP Teachers' Manual incorporating revisions made by a consultant during 1993.

Kodakistans have existed in urban areas in Afghanistan for over fifty years and were becoming an integral part of the urban educational environment prior to the war. Since 1988 the International Rescue Committee has been involved in operating Kodakistans for Afghan refugees in the North West Frontier Province of Pakistan.

The goal of the Kodakistan Education Program (KEP) is to provide learning and development opportunities to Afghan refugee children between the ages of three months and seven years, while at the same time providing Afghan women with the training and resources necessary to set up and manage culturally-appropriate and sustainable early childhood education centers for their children.

- *Early Childhood Education Training Project (ECETP)*

This pre-school teacher training project, based in Peshawar, involves a four-month training course accompanied by practical training opportunities. The curriculum includes language development, child psychology, health and nutrition, art, pedagogy and Islamic studies for pre-school children. To complement the course work, two model kodakistans provide trainees with the opportunity to gain practical experience during their training. Graduates of the course possess the skills needed to initiate, teach in and administer kodakistans in their own communities whether as refugees or in Afghanistan.

- *Outreach Kodakistans*

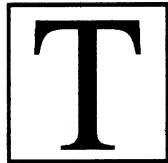
With the assistance of KEP, small-scale, mostly home-based kodakistans are established by ECETP graduates in their own communities in Peshawar and outlying refugee camps. These outreach pre-schools are primarily self-supporting, with KEP responsible for providing only teachers' salaries, instructional materials, and technical support. The parents of the pre-school children provide most other needed materials.

- *Resource Center*

The KEP resource center is responsible for the development of original KEP materials such as low-cost teaching aids and toys, and the translation of early childhood education materials into Dari and Pushto. The materials in the KEP resource center and library were extensively used by pre-school teachers in the model school as well as the outreach pre-schools.



Construction Related Training Program for Afghanistan



The Construction-Related Training Program for Afghanistan (CRTA), established in 1987, educates professional engineers to assist in the rehabilitation of Afghanistan. The reconstruction of irrigation systems, roads, bridges, houses, and public buildings in post-war Afghanistan will demand trained civil engineers, architects, construction supervisors, foremen as well as craftsmen in significant numbers to execute the planning, design and implementation of these reconstruction projects.

The first component of the CRTA program, Construction Engineering, is a three-year course designed to provide training in appropriate civil engineering technology to 12th-grade graduates, with curriculum and teaching standards equivalent to those of the former Faculty of Engineering at Kabul University. Admission is through entrance examination and is highly competitive - on average only one out of twelve students who take the entrance examination is admitted. Prior to official enrollment in the course, new students participate in a pre-engineering program, which provides remedial work in English, mathematics and physics. In addition to formal courses, a key element of the training program includes two two-month

1994 HIGHLIGHTS

- During 1994 the Construction Engineering course, the Construction Supervisor course and the Assistant Engineer course graduated 45, 39 and 28 trainees respectively.
- Despite funding constraints, money was found to enable the program to allow all enrolled students to finish their courses and graduate.
- The program will move to Herat and continue with assistance from the European Union.

practical training sessions which give students the opportunity to serve with NGOs on Afghanistan reconstruction projects.

In 1989 IRC's construction-related programs expanded to include a Construction Supervision Program, which consists of a nine-month course for construction foremen and a nine-month Assistant Engineer course open to students who successfully complete the Construction Supervisor course.

Early in 1994, much of CRTA's funding came to an end. To ease the impact of severe budgetary reductions, many staff were terminated and others voluntarily agreed to substantial reductions in salaries. Students also began paying a fee of Rs.100 per month as their contribution to their education.

These measures allowed the CRTA program to continue training its remaining engineering students.

At the end of the year discussions were being held with a new donor to move the program to Herat where it would be associated with the university in that city.

*IRC's CRTA
program
educates
professional
engineers to
assist in the
reconstruction
and
rehabilitation of
post-war
Afghanistan.*

❖ ❖ ❖ ❖ ❖

Professional Development Program

• *Men's Public Administration Program*

IRC's Public Administration Program was established in 1988 to provide training for Afghans in decision-making techniques and effective office management skills. Most Afghans working in refugee relief programs had little formal training in administration and management. Courses were, therefore, tailored to address the unique requirements of agencies offering relief and development services. In 1989 courses in computer software skills were added, the first time such programs were available for Afghans in Peshawar. Computer courses later formed the largest and most important section of the program and rendered outstanding service for Afghan refugees. Other courses included in the training program were: administrative writing, financial management, accounting, and English typing.

Lacking donors, the program came to an end in December 1994. By that time,

many courses in public administration and computer were available in private training centers in Peshawar.

- *Men's English Language Teacher Training Assistance*

Following the suspension of the English Language Program in 1993, many of its former instructors and advanced level students joined or established successful private English language centers located in border areas of Pakistan and throughout Afghanistan.

For this reason, it was

decided to engage an

English teaching specialist for a

short period

to freshen

and upgrade

English language teachers' training skills.

The U.S. Information

Service in Peshawar selected

such a specialist and funded much of his stay in Peshawar. IRC provided housing and local transport. A total of 43 master teachers from ELP schools in Pakistan were selected by test to participate in the Advanced English Language Training Program which was conducted by the specialist. The program will continue into 1995.

*An
outstanding achievement
of IRC was to establish, for
the first time, a computer education
program for Afghan refugees in
Pakistan.*



Hangu Medical Program

The International Rescue Committee (IRC) began its medical program in the Northwest Frontier Province (NWFP) of Pakistan in 1980 to help meet the health needs of millions of Afghans fleeing their country. At that time, IRC's two mobile clinics offered curative services just inside the border of Pakistan. By 1985, IRC's Hangu Medical Program provided curative and preventive services to more than 200,000 refugees, living in 13 refugee camps near Hangu, south of Peshawar.

During 15 years of service in this region, the Medical Program has made substantial progress in several critical areas. In the early 1980s, diseases such as malaria, measles, whooping cough and tuberculosis were constant threats to refugee communities, as were chest and skin infections, malnutrition and diarrhea. Today the incidence of all these diseases has been greatly reduced - tuberculosis is within international control levels, and diarrheal disease and mortality, as well as malnutrition, are much less prevalent.

While the Hangu Medical Program continued in 1994 to provide both curative and primary health care services to about 170,000 refugees who remain in refugee camps near Hangu, the emphasis was on improving and expanding its primary health care program (preventive and health education services) in an effort to reduce dependence on clinical services in its 12 Basic Health Units (BHUs) and to provide refugees with basic health maintenance skills that will help ensure healthier families after their return to Afghanistan.

The Hangu Medical Program emphasizes preventive and health education services to provide refugees with basic health maintenance skills that will help ensure healthier families after their return to Afghanistan.

Primary Health Care Services

In early years, the communities resisted all efforts to introduce primary health care except in the area of water supply. The program met with considerable

1994 HIGHLIGHTS

- A total of 5,041 pregnant women, or 82 percent of the estimated total pregnancies for the year, registered with an MCH clinic.
- MCH clinics registered 6,144 children under one year of age, of these infants, 74 percent were registered within 30 days of birth.

resistance to the construction of latrines, the recruitment of community and female health workers and the vaccination program. With time and effort by the Medical Program staff, the progress made in refugee community awareness has been visible on all fronts. Awareness of the causes of common diseases was very low, resulting in poor personal, household and environmental sanitation. Today, repatriating families are frequently seen removing their latrine slabs to take back to Afghanistan, and IRC public health care staff working in Afghanistan have reported being met by returned refugees proudly presenting their vaccination cards.

In 1992, when the Hangu Medical Program took steps to supplement existing primary health care services by developing a plan to reduce dependence on clinical services, a nine-member Medical Advisory Committee was established to recommend measures not only for reducing dependence on clinical services, but also for integrating more effectively primary health care activities with curative services, for ensuring that basic community health indicators remain stable, and guaranteeing that vulnerable groups, including women and children, continue to receive adequate care.

As a result of the Advisory Committee recommendations, both the staff involved and the number of health education sessions were expanded to reach particularly vulnerable groups of refugees.

• *Maternal and Child Health Program*

The Maternal and Child Health (MCH) Program, operating out of the BHUs, continued to provide special services to three vulnerable groups: pregnant women, lactating mothers, and children under five.

Female Health Workers (FHWs), chosen by their communities, act as a link between the community and the BHU. Each FHW monitors pregnant women and young children in three to six refugee homes. The FHWs have the following responsibilities: 1) attend home deliveries and apply safe delivery techniques; 2) refer children and pregnant women to the nearest MCH for antenatal care, immunizations, and post-natal care; and 3) deliver information

on a broad range of health education topics in refugee homes, especially those relating to diarrhea control and immunizations.

IRC's Lady Health Visitors (LHVs) supervise the FHWs and supplement the MCH program's activities at the BHUs by visiting and monitoring pregnant women and malnourished children in their home environment. They refer pregnant women and children to the BHUs and attend many home deliveries. The MCH program includes the nutrition education project, the under-five clinic and the antenatal and post-natal program.

• *Community Health Worker Program*

The Community Health Worker (CHW) program is responsible for improving the health status of male refugees by conducting health education activities in



During its 15 years of service to Afghan refugees, IRC's Medical Program made progress in controlling diseases such as malaria, measles, tuberculosis, malnutrition, and diarrhea which were constant threats to the refugee community.

the community and BHUs and by referring patients to necessary medical services.

Each Community Health Worker is assigned to 30 families. The CHWs have three primary tasks: teaching health lessons to families, attending to minor illnesses and referring patients to the BHU health-care programs. CHWs work closely with the vaccination program, canvassing families to urge them to register and receive their required vaccinations. Each group of CHWs is headed by a Community Health Supervisor (CHS), each responsible for supervising 30 CHWs.

1994 HIGHLIGHTS

- **529 active CHWs made 172,977 home visits to assist patients with minor complaints.**
- **By the end of 1994, IRC's EPI vaccinators had achieved a full immunization coverage of 89 percent for the six preventable diseases among children under one year of age.**

• *Expanded Program for Immunization*

The Expanded Program for Immunization (EPI) is at the core of outreach activities in the Medical Program, providing immunizations for six preventable childhood diseases: tuberculosis, pertussis, diphtheria, polio, tetanus, and measles. The program also offers tetanus toxoid vaccinations for women of child-bearing age. Besides the vaccination program in the BHUs, two outreach teams work with female vaccinators in all 12 camps, ensuring access to the female segment of the population.

• *Malaria Control and Sanitation Program*

The Malaria Control and Sanitation Program seeks to control malaria, diarrheal diseases and vector-borne diseases by providing waste management and environmental health services to refugee families. In 1994, the program diagnosed and treated malaria patients and conducted extensive insecticide spray

The Malaria Control and Sanitation Program continued sponsoring community health education sessions to eliminate vector-borne diseases. These sessions continued along with campaigns to destroy mosquito breeding sites.

campaigns. In addition, the program continued to seek elimination of vector-borne diseases by sponsoring community health education sessions together with campaigns to destroy mosquito breeding sites.

1994 HIGHLIGHTS

- **Reduction from 28% in 1993 to 22% in 1994 of all laboratory slides examined showing positive malaria.**
- **Intensified malaria control activities reduced confirmed falciparum cases from almost 1900 in 1993 to under 650 in 1994.**
- **No complicated cases of malaria, such as cerebral malaria or malaria with hemolysis, were detected during the year.**



Diagnostic and Curative Services

• *Curative Services*

Emphasis was placed in 1994 on increasing the knowledge and performance of Female Health Workers (FHWs), Lady Health Visitors (LHVs), Malaria Supervisors and Dressing Health Workers (DHWs) in the clinics so they can perform additional duties, supplement curative services, and enhance health education efforts. By using these health workers to treat simple illnesses, the program was able to reduce to 70 the average patient load on the medical officers from the 80 patients per day figure in 1993.

The Lady Health Visitors are now treating virtually all cases of respiratory tract infections and diarrhea in children under five years. Likewise, Malaria Supervisors are now treating both confirmed as well as suspected cases of malaria. Medical doctors devote the majority of their time to more complicated cases, such as chronic illnesses, tuberculosis, and cases requiring referral to a hospital.

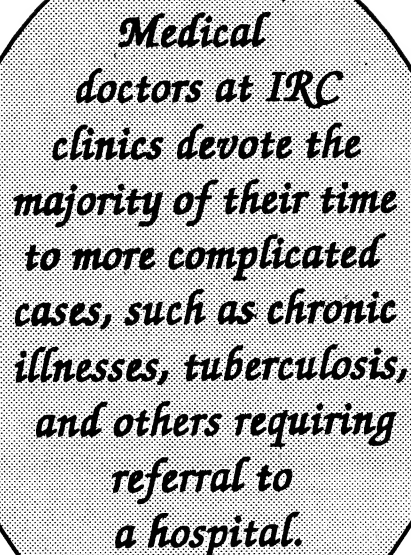
Each of the 12 BHUs is staffed by two medical officers - one male and one female - who direct all diagnostic and therapeutic services. The ailments most often diagnosed included respiratory tract infections, fever, diarrheal diseases, musculo-skeletal aches and injuries, and gastric problems, with respiratory tract infections alone accounting for one-third of the nearly 350,000 patient visits to the BHUs in 1994. Malaria, tuberculosis, and diarrheal diseases were monitored very closely and controlled with substantial reliance on IRC's

preventive and health education services.

Referral Program: The Medical Program also serves as an intermediary between camp BHUs and hospitals in Peshawar and Hangu where emergency cases and patients requiring specialized treatment are referred. Typical referrals include cases involving bone fractures, acute and complex abdominal problems, hepatitis, psychiatric problems, gynae/obstetrical complications, and chronic cardiac conditions.

Pharmaceutical Services:

Each BHU is equipped with a pharmacy that contains all necessary drugs for treating common illnesses in the refugee communities. In addition, special drugs are provided to referral patients diagnosed in Peshawar or Hangu hospitals.



Medical doctors at IRC clinics devote the majority of their time to more complicated cases, such as chronic illnesses, tuberculosis, and others requiring referral to a hospital.

Laboratory Services: The IRC laboratory system, consisting of one main laboratory in Hangu and two field laboratories, supplements the diagnostic services of the BHUs. The field laboratories perform malaria, urine and stool tests. All other specimens collected from the BHUs are sent to the main Hangu laboratory which returns the results the following day. Malaria and TB are diagnosed through special laboratory examinations.

• *Dental Program*

Clinical records maintained by the Medical Program indicate that dental cavities and periodontal disease are widely prevalent in camps served by IRC. IRC first opened a dental clinic in November 1988. As the only dental clinic serving in the Hangu area for refugees, the facility has continued to provide vital dental care where none had previously existed. The program also carries out an active dental education service, stressing the care of healthy teeth in order to reduce reliance on dental clinic services.

1994 HIGHLIGHTS

- **Almost 8,000 patients were treated by the dental clinic.**
- **Nearly 200 health sessions were conducted by the Dental Technician for almost 10,000 participants in schools and camps.**

The Self-Reliance Program



established in 1985, the goal of IRC's Self-Reliance Program (SRP) is to create vocational training, employment, and income for Afghan refugees residing in Peshawar and other areas south of the city.



Income Generation

• *Apprenticeship Training*

IRC, in consultation with the Social Welfare Program of the government Refugee Commissionerate, identified 48 vulnerable male refugees of which 31 were orphans and 17 disabled. With IRC assistance they were placed as apprentices in businesses located in Hangu and nearby areas. The trades involved were auto repairs, men's tailoring and embroidery, shoe-making, radio repair, carpentry, bicycle repair and barbering. Artisans in these businesses were retained to train the apprentices on a one-on-one basis. The length of the training programs depends on the complexity of the skill taught but averages nine months.

• *Tailoring Training*

During 1994, tailoring training was provided in four centers in the Hangu area for a total of 48 widows. The 12 participants in each center completed the course at the end of June 1994. With UNHCR approval, an additional training

1994 HIGHLIGHTS

- **The Construction Program carried out a total of 71 maintenance projects. A total of 967 skilled and unskilled laborers from the refugee communities were involved in the projects.**
- **IRC/SRP sponsored the following apprenticeships in 1994: mechanics (9), men's tailoring (22), embroidery (5), shoe-making (2), radio repair (1), carpentry (3), bicycle repair (5) and barber (1).**

center for 12 disabled men was opened in 1994.

• *Credit Scheme*

A total of 40 loans were provided in the form of start-up kits for self-employment to skilled artisans among the orphaned and disabled population. These recipients, identified by IRC in consultation with the Social

Like male loan recipients, women regard sewing machines that they receive through IRC's Credit Scheme as a more efficient means of income support and a more feasible asset to transport back to Afghanistan.

Welfare Program, chose the type of loan that best met their skills and needs. The recipients of loans have recently tended to opt for sewing machines, a trend that is continuing with nearly fifty percent of new loans being provided to tailors. Men regard the sewing machine as a more efficient means of income support as well as a more practical asset for transporting back to Afghanistan.

The program also provided 135 pregnant goats and 215 sewing machines as in-kind

credit to widows, or wives of disabled, sick or elderly men, identified by the Social Welfare Program as being from very needy families. The women themselves chose the type of loan that was most suitable to their needs. The trend in 1994 has been away from poultry loans and toward goat and, in particular, sewing machine loans. Like male loan recipients, women regard sewing machines as a more efficient means of income support and a more feasible asset to transport back to Afghanistan.

Repayment under these credit schemes is made possible through income received for selling milk and goat kids and by sewing clothes for customers. Another benefit of the sewing machine credit scheme is that the widow can clothe her own family and pass on her skills to other members of the family or community.

• *The Multi-Purpose Workshop*

The Multi-Purpose Workshop provided income generating opportunities for skilled artisans and training for orphaned or disabled apprentices through the production of items made of wood, metal, plastic or cement. Items were often commissioned by NGOs providing services in the area or are for direct use by

Afghan refugees. Components of the Multi-Purpose Workshop include:

The Wood and Metal Shop: Although this component ceased most of its operations at the end of 1993, the workshop continued to complete small and outstanding orders by employing skilled laborers on a contract basis through 1994.

The Gabion Project: A gabion is a wire mesh panel which can be assembled on-site to form a one cubic meter cage. The cage is filled with stones and used to form dikes, or other erosion control barriers, especially needed in projects to restore rural water systems. In order to compete with new gabion producers in the area, the IRC gabion project lowered its charges in 1994. The project was also extended into Khost province of Afghanistan.

Concrete and Slabs: The concrete portion of the Multi-Purpose Workshop produced a number of different items which are used primarily by IRC's Water Supply Program. The items sold include latrine slabs as well as covers, posts, rings and top rings for wells.

• *Auto Shop*

The Auto Shop provided maintenance for IRC and private vehicles in the Hangu area. Senior and mid-level apprentices were trained in various skills such as auto servicing as well as major and minor repairs. This program closed at the end of 1994.

• *Agriculture*

The SRP agriculture broiler farm was closed in August 1994. Honey bee activities also ceased at that time.



Services

• *Construction, Maintenance and Water Supply*

Working with funding from UNHCR, the Construction and Maintenance Program provides building and maintenance services required for public structures in refugee camps, such as schools, clinics and community centers. Both skilled and unskilled labor needed for these projects are recruited from the refugee camps.

The goal of the Water Supply Program is to provide an adequate amount of clean water for nearly 20,000 refugee families residing in the Hangu area, and

The goal of the Water Supply Program is to provide an adequate amount of clean water for nearly 20,000 refugee families residing in the Hangu area, and to control water-borne diseases by maintaining and repairing water supply facilities already in use in those areas.

1994 HIGHLIGHTS

- **200 improved shallow wells were maintained serving approximately 11,000 families.**
- **3,061 shallow well chlorination operations were conducted to ensure that drinking water is free of pathogens.**
- **90 repair jobs were performed on 49 hand pumps.**
- **Maintenance services were carried out at 16 springs and 61 surface tanks and 180 leakage points were repaired.**

to control water-borne diseases by maintaining and repairing water supply facilities already in use in those areas. To ensure a constant supply of potable water, all usable wells, water pumps, surface and storage tanks, as well as being maintained and repaired, are periodically treated with chlorine.

In an effort to encourage more community participation in water supply activities in Afghan refugee camps, UNHCR began in early 1994 to establish refugee water committees. Their activities were targetted in communities with more elaborate water supply systems, such as tube-well pipe schemes. By asking communities to take responsibility for minor repairs such as the replacement of water taps and the correction of minor leaks, UNHCR worked to increase refugee-community self-reliance, shifting some of the burden for these services back on the users. UNHCR's implementing partners, such as IRC, continue to carry out major repairs to the systems in these communities.

• *Printing Press*

The Printing Press offered a wide range of printing services including desk-top publishing, printing and binding to government, non-government agencies, UN agencies and local customers. Its largest job of the year, funded by USAID, was the printing of more than 2,000,000 textbooks for primary school students inside of Afghanistan and about 350,000 textbooks for UNHCR and IRC's own education programs for distribution to Afghans in both Pakistan and Afghanistan.

1994 HIGHLIGHTS

- **During 1994 over 2,350,000 textbooks for primary students were printed at the Printing Press for USAID, UNHCR, and IRC education programs.**
- **The program established a branch office in Jalalabad, Afghanistan.**



*Thousands of school boys and girls in
refugee schools in Pakistan and in
Afghanistan are using the textbooks
published by IRC.*

Completely self-reliant and enjoying a comfortable reserve fund, at the end of the year the press had established a branch in Jalalabad, inside of Afghanistan.

• *Health Education Resource Center*

The Health Education Resource Center (HERC) designs, field tests, and produces medically relevant and culturally appropriate public health messages which are then reproduced on silk screen or plastic posters and flip charts which can be used for training in clinics, schools, and hospitals. Poster themes have dealt with diarrhea, malnutrition, malaria, sanitation, narcotics, goiter,

1994 HIGHLIGHTS

- Nearly 50,000 copies of posters and flipcharts were printed on cloth or plastic for international and local clients.
- HERC artists developed, field-tested and revised nearly 70 illustrations on topics such as sanitation, personal hygiene, disease prevention and drug awareness.

immunization, and other topics.

In an effort to expand its services during 1994, HERC established a center for still photography and audiovisual production so that health training messages could also be supplied in these media.

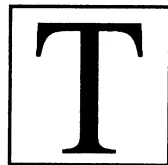
HERC is completely self-supporting from the sale of its materials to NGOs and UN agencies. Like the Printing Press, it enjoys comfortable reserves and was, at the end of the year, planning to open a branch office inside of Afghanistan at Jalalabad.



AFGHANISTAN

- Rehabilitation Program for Afghanistan (RPA)
- Rural Assistance Program (RAP)

Rehabilitation Program for Afghanistan



The Rehabilitation Program for Afghanistan was established by IRC in 1988 to facilitate repatriation of refugees following the signing of the Geneva Accords. However, large scale repatriation did not begin to materialize until April 1992 when the Soviet-backed communist government in Kabul finally fell. Repatriation again suffered a serious setback with the renewed outbreak of fighting in the summer of 1992. Further serious internecine fighting since January 1994 has resulted in an almost total cessation of voluntary repatriation and indeed has caused a new wave of refugees and internally displaced persons from Kabul throughout 1994.

Despite these obstacles, RPA has continued to help communities develop their agricultural systems, improve health conditions, and support newly established schools, targeting its activities in those areas of eastern Afghanistan where repatriation is most likely to occur from the camps that IRC has been supporting and providing services to in the Hangu area of Pakistan since 1980. Five provinces are involved: Khost, Paktia, Paktika, Logar and Nangarhar.

RPA's strategy has evolved from providing short-term relief services to more sustainable approaches which stress community involvement. To ensure that real needs are met, communities are required to make in-kind or financial contributions to many activities, usually in the form of manual labor and local materials such as sand and stone.

Despite obstacles, RPA has continued to help communities develop their agricultural systems, improve health conditions, and support newly established schools.

• Agriculture

This program is designed to revitalize the rural economy in target areas for refugee repatriation by developing agricultural enterprises which increase food production and farm incomes. Assistance to farmers is provided through Agricultural Rehabilitation Centers (previously known as Model Farms) based in highly visible locations of southeastern Afghanistan which are used to

demonstrate improved agronomic practices and provide improved farm inputs. The RPA field staff based at each center works in close cooperation with the farming community as well as local government authorities to provide services needed to re-establish and improve traditional farming systems.

Progressive ("key") farmers are selected at each center and provided with in-depth training and material support for specific agricultural activities. Selection of farmers is based on farming skill, receptivity to training and the ability to pass on ideas and techniques to others by demonstrating newly acquired skills and practices and passing on new techniques and improved inputs such as improved seed varieties. The major extension activities of centers include improved seed multiplication, orchard management, poultry raising, vegetable gardening, fruit storage and preservation, agro-forestry and beekeeping.



Training in orchard management, agro-forestry and fruit storage and preservation are among the major extension activities of RPA's Agricultural Rehabilitation Centers in Afghanistan.

1994 HIGHLIGHTS

- **Farmer Training:** Extensive training provided to over 1000 key farmers in 18 districts.
- **Improved Seed:** Over five metric tons of improved summer crop seeds distributed to 268 farmers. Following the harvest, more than 16 metric tons were purchased and processed for resale to new key farmers in 1995.
- **Poultry:** Five egg production centers produced over 30,000 eggs; more than 16,000 eggs sent to hatcheries for incubation; almost 8,500 live chicks produced.
- **Forestry:** Over 245,000 forest trees distributed to 2,000 farmers as part of the reforestation program.
- **Horticulture:** More than 11,600 m² of land planted with stone fruit seedlings.
- **Vegetables:** Almost 350 key farmers in 17 districts provided with about 190 kg of seed.
- **Beekeeping:** Key farmers produced almost 1,900 kg. of honey.
- **Irrigation:** Reconstruction of 7.4 km long main canal at Lacan, Khost Province, benefitting 1,000 families; 29 karez cleaning and irrigation construction projects were also completed.

The program also concentrates on rehabilitating irrigation systems. Assistance is focused on cleaning and re-constructing karez (underground water channels) and canals which are no longer functioning, due either to neglect or war damage, in order to re-establish water supplies for agricultural land. The communities themselves make a significant contribution to these activities by providing 40% of the cost of the work in the form of labor and local materials.

Throughout most of 1994 RPA's agricultural program faced difficulties due to the slow-down in the supply of needed materials from Pakistan, especially irrigation-related ones, caused by new regulations brought into force by the Government of Pakistan at the end of 1993.

• *Public Health Program*

For many years IRC has emphasized preventive health care in refugee camps of Pakistan. It has done so in the knowledge that many refugees will return to areas of Afghanistan with limited or no medical facilities. RPA seeks to build upon this strategy, augmenting the health knowledge acquired by refugees

Assistance is focused on cleaning and re-constructing karez and canals which are no longer functioning, due either to neglect or war damage.

Afghanistan's high child mortality rate for children under five years of age is attributed to the prevalence of infectious and communicable diseases such as diarrhea, measles, malaria etc.

during their time in the camps and by implementing preventive health care programs to reduce the risks of communicable disease.

Afghanistan's high child mortality rate for children under five years of age is attributed to the prevalence of infectious and communicable diseases such as diarrhea, measles, malaria, etc. Such diseases are preventable through public health education, immunization, and improved programs for drinking water and sanitation that RPA implements in rural communities.

UNICEF extended its contract for RPA's immunization program in 1994 enabling RPA to send mobile teams to Paktia and Logar provinces to vaccinate children against tetanus, tuberculosis, diphtheria, pertussis, poliomyelitis and measles. Older females were vaccinated against tetanus to protect their infants from neonatal tetanus at birth.

RPA is currently providing technical and material assistance to construct gravity-flow water supply systems from a clean source to community standposts or small centralized stone reservoirs in several areas of Paktia and Logar. The local community assists RPA staff in identifying suitable water sources; they

1994 HIGHLIGHTS

- **Vaccinators completed 81 mobile missions from Pakistan to all 31 districts of Paktia and Logar.**
- **About 15,000 children under two (95% of target) fully immunized and almost 43,000 females (160% of target) aged 5-45.**
- **Vitamin A capsules administered to over 36,500 children as a dietary supplement to protect against acute respiratory diseases and xerophthalmia ("dry eye") which can lead to blindness.**
- **RPA participated in the nationwide mass immunization campaign organized by WHO, the Afghan government, UNICEF and NGOs with major health programs.**
- **RPA sanitarians held more than 750 public health workshops for over 5,000 villagers in seven districts during construction of water supply systems.**
- **Despite border constraints in transportation of supplies more than 50% of the targeted clean water supply projects were completed.**
- **Assistance provided to more than 2,000 internally displaced families in Sarshahi Camp, Jalalabad, in building latrines.**

are also required to provide all unskilled labor for the digging of trenches, all locally available materials such as sand, stone and gravel, and to cover all transportation costs for local materials.

To further improve sanitary conditions in the rural areas of Paktia and Logar, to which refugees are returning, RPA assists in the construction of ventilated improved pit latrines or surface latrines to manage human waste disposal. Returning refugees have experienced both types of latrines in the camps in Pakistan. RPA supports local industry by contracting masons to construct the slabs required for these latrines. Individual families then pay for masons to construct the latrine chambers and contribute their own labor to construct the walls and roof from mud bricks or stone. All work is supervised by RPA sanitarians.

The three components of RPA's public health program, clean water, sanitation and immunization, are linked by health education activities carried out by its trained sanitarians. These activities are designed to motivate and support communities in making the link between behavior and health. Simple information and practical advice is given on water-borne and vector-borne disease transmission and prevention; environmental, household and human waste disposal; personal and household hygiene; the relationship between a sanitary environment, clean water and health; and construction and maintenance of latrines and clean water supply systems. Other topics include food hygiene, child hygiene, nutrition, malaria and communicable diseases such as tuberculosis, cholera and dysentery.

During 1994 thousands of Afghans fled the capital, Kabul, to newly established camps for displaced persons set up around Jalalabad. By the end of 1994 approximately 40,000 families were living in these camps, several thousand of them in makeshift tents without regular food supplies. From early 1994 onwards, RPA's public health program provided assistance to these displaced families as part of a UNICEF-coordinated program to construct latrines in Sarshahi, the largest of these camps.

• *Education Program*

The literacy rate for Afghans ranks amongst the lowest in the world. Access to formal and non-formal education, already traditionally limited, has been exacerbated by 15 years of war. IRC believes that provision of educational opportunities is one of the most effective ways of enabling Afghans to participate in their own development. Whilst access to education remains limited, particularly quality education, there is a heightened awareness among Afghan families of the positive benefits of education and the demand for education ranks only slightly below the demand for health services.

In 1991 RPA began its program to improve the quality of primary education in

During 1994 thousands of Afghans fled the capital, Kabul, to newly established camps for displaced persons set up around Jalalabad.

RPA's public health program, through its health education activities, motivates and supports communities in making the link between behavior and health.

1994 HIGHLIGHTS

- Six pedagogical seminars were conducted for a total of 176 Afghan primary teachers working in Khost, Logar, Paktia and Paktika provinces.
- Eight subject-matter seminars, four each in mathematics and Dari/Pushto, were conducted for a total of 240 primary teachers from Khost, Logar and Paktia provinces.
- Two science and mathematics seminars were attended by nearly 100 secondary teachers.
- 128 headmasters and primary school administrators were trained through four seminars held in Khost, Logar and Paktia provinces.
- Books and educational supplies were provided to over 50,000 students enrolled in 254 primary schools. Nearly 40,000 secondary science and math textbooks were distributed.

rural communities in Afghanistan through teacher training and the provision of educational materials. During the first year 10 teachers were trained and supplies delivered to 35 schools enrolling 3,500 students. By the end of 1994 these figures had increased dramatically to where over 1,250 teachers and administrators had attended teacher training seminars developed by the program.

In 1993, IRC began training secondary teachers, especially in the area of science and mathematics. In two years the program reached 334 teachers of which 228 were trained in 1994.

• *Pedagogical Technique Seminars for Primary School Teachers*

Pedagogical seminars allow primary school teachers to discover and practice student-centered teaching techniques and to develop and utilize classroom management skills. Examples of skills acquired include: formulation of objectives, lesson plan preparation, test design and interpretation, design and utilization of visual aids, and application of child psychology theories. Through practice teaching exercises, teachers refine teaching techniques using such methods as question-and-answer, role play, group work, competition, and field work exercises. The teacher trainers also design, produce and distribute teaching materials to guide and assist the teacher preparing student-centered lessons and managing classroom activities.

• *Subject-Matter Seminars*

Most of the teachers who participate in subject-matter seminars have already received training in student-centered teaching techniques. However, monitors often found that, although teachers were making good progress in their use of these techniques, their instruction was hampered by an insufficient grasp of the subjects being taught. To remedy this situation, the program began offering subject-matter seminars in 1993.

During 1994 nearly 40,000 textbooks, written by IRC-commissioned authors, covering secondary-level chemistry, physics, biology, geology, geometry and trigonometry, were distributed to high schools with nearly 8,000 students in eastern and central Afghanistan.

• *School Administrators' Training*

In 1993, the program initiated a new headmaster training program aimed at upgrading the managerial skills of school administrators. The need for this kind of training had become increasingly apparent in the Pakistan refugee camps as well as in Afghanistan. During their monitoring visits, teacher trainers consistently witnessed a lack of management and leadership skills among headmasters. While teachers were making significant progress, both they and the students were suffering from the absence of consistent leadership in the coordination of school business, establishment of proper discipline and organization, and provision of an overall atmosphere conducive to learning. The seminars enhance the administrative qualifications of the headmasters by covering such topics as teacher supervision, record-keeping, coordination of school business and activities, delegating responsibilities, and creating a teamwork approach.

• *Resource Support for Community-Based Schools and Classes*

This component of the program provides material support in the form of

The Resource Support project provides material support to community-based schools, most of which lack even the most rudimentary supplies and classes are often held outdoors.

The School Administrators' seminars enhance the administrative qualifications of the headmasters by covering such topics as teacher supervision, record-keeping, coordination of school business and activities, delegating responsibilities, and creating a teamwork approach.

textbooks and supplies to community-based schools which request assistance and are located in RPA's targeted provinces. Most of these schools lack even the most rudimentary supplies. Classes are often held outdoors because buildings have been destroyed. Books, when they exist, are often shared between three or four students. Instructional aids like chalk boards or charts are luxuries that are seldom in evidence.



Rural Assistance Program

The Rural Assistance Program (IRC/RAP) was created in June 1988, following the signing of an agreement between IRC and USAID, to fund NGOs working on rehabilitation projects inside Afghanistan. Most of the projects carried out by RAP with USAID funding in the following six years were in the public health, agriculture, and engineering (irrigation, roads, water supply) sectors. USAID discontinued funding for Afghanistan in 1994 and new donors were sought to take its place.

The European Community and Stichting Vluchteling (SV), a leading Dutch donor organization for refugees, joined IRC in 1994 in a new partnership to fund NGOs working for the rehabilitation of Afghanistan, especially in the area of vocational education. In addition to the new EU-funded activities, SV independently funded some of its own projects as did UNHCR and FAO. Altogether in 1994, RAP awarded a total of 14 grants with a value of more than US\$ 880,000.

Projects (new as well as continuing) covered agricultural rehabilitation in Nangarhar, Ghazni, Wardak and Logar, irrigation rehabilitation in Laghman, public health in Farah, Ghazni and Wardak, social services in Paktia, Khost and Ghazni, girder production in Nangarhar, vocational training in Nangarhar, Ghazni, Kunar and Khost, primary and secondary education in Ghazni and Wardak, formal education in Nangarhar, and finally technology transfer in Herat.

Towards the end of 1994, RAP was involved, along with other agencies, in

1994 HIGHLIGHTS

- 14 grants were awarded to a value of more than US\$ 880,000. The projects supported by these grants were implemented in eight sectors by nine NGOs working in nine provinces of Afghanistan.
- RAP's Training and Educational Services Unit provided seven courses to 148 individuals.
- The RAP Monitoring Unit conducted 10 monitoring/evaluation studies in seven provinces and seven feasibility assessments of proposed projects by six NGOs in five provinces.
- Grants were awarded to train approximately 485 young Afghans in carpentry, masonry and metal work during 1994.

planning future projects in the area of vocational education in Afghanistan. A study of such projects revealed that the more accessible eastern provinces and one northern province have a large number of NGOs undertaking vocational training programs whilst the rest of Afghanistan has little or none. RAP will therefore aim to concentrate on utilizing funds in the underserved areas during 1995.

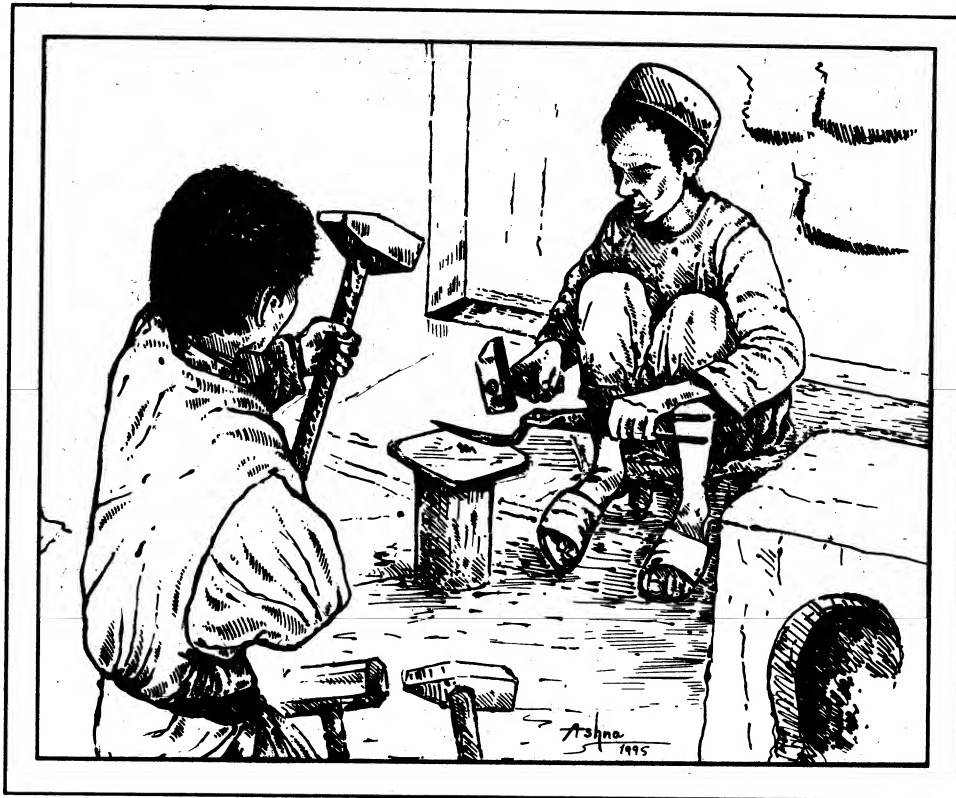


Grant Oversight and NGO Support

• *Proposal Review and Development*

RAP receives about 450 concept papers for projects in the course of a year. It is essential that these papers are reviewed in the shortest possible time whilst at the same time ensuring that they receive a fair and realistic review. The aim is to identify viable projects and then work with the NGO involved to develop the concept into a proposal which satisfies the criteria of RAP's major donors. The proposal development process usually takes two months during which time RAP staff meets frequently with the potential grantee's directors, accountants and project staff.

An important criteria for the selection of a project concept is the implementing capacity of the proposing NGO.



In 1994, nearly 500 young Afghans were trained in carpentry, metal work and masonry in projects that were funded through IRC's RAP.

There are a number of criteria for the selection of a concept, the most important being: the NGO's implementing capacity, the sector in which a concept proposes action, the location in which a concept proposes action, and funds available. In many instances, the site of a proposed project is inspected by RAP monitors. Once completed, the proposal is submitted by RAP to a donor.

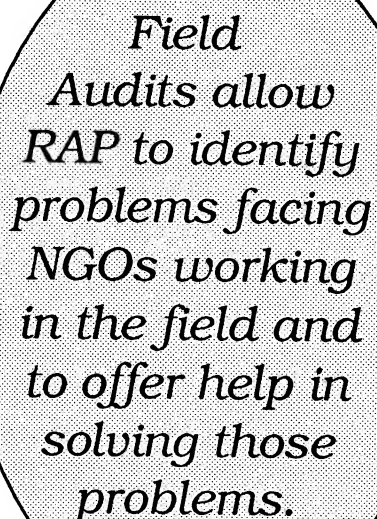
• *Training and Educational Services*

The RAP Training and Educational Services Unit (TESU) continues to offer courses to Afghan NGOs as part of IRC's commitment to institution building for these bodies. To achieve this goal, RAP's TESU designs and conducts courses which meet identified training needs of Afghan agencies. Follow-up visits to monitor post-training job performances are part of TESU's services. The courses cover topics such as Administration, Management, Field Accounting and Report Writing. As a special in-house training course, RAP trainers conducted a workshop in Human Resource Management for 43 IRC staff at the management level in late 1994.

• *Grant Oversight - Monitoring*

Monitoring and financial auditing are crucial to the project cycle for both the donor and the implementing partner. A new system of field audits has been instituted to overcome the problems of obtaining available financial information from the field. This system includes a training/advisory component with the aim of increasing the accountability of implementing partners and strengthening their accounting procedures.

The Grant Oversight Department provides information about projects necessary for other departments within RAP, particularly the reports section to make decisions about the success of projects currently being implemented. This information is also useful to RAP when considering an NGO for further grants. It also allows RAP to identify problems facing NGOs working in the field and to offer help in solving those problems.



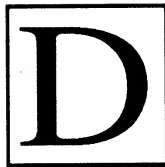
Field Audits allow RAP to identify problems facing NGOs working in the field and to offer help in solving those problems.

• *Financial Auditing*

RAP's auditing department provides financial monitoring. NGOs submit monthly financial reports based on expenditures incurred and audit visits to NGO head offices are paid periodically to verify the expenditures reported. RAP training is provided to correct weaknesses in accounting during these visits. Frequent visits have enabled RAP to strengthen the financial management of many Afghan NGOs.



Administration



Declining support from international donors in 1994 led to the closing of some programs mentioned in the body of this report as well as the consolidation of offices and administrative functions.

The most important was the consolidation of the Director's Office with those of the Rural Assistance Program and the Rehabilitation Program for Afghanistan. This led to a significant reduction in staff, including the position of one expatriate deputy director. The rent for the new consolidated office location costs less than half that paid previously for three separate offices. The Controller's Office and the Administration Department were completely reorganized.

At the same time, the Rehabilitation Program for Afghanistan moved its field office and staff for agricultural and health programs from Darsamand in Pakistan to Khost in Afghanistan and also prepared to open a field office to oversee its new emergency education and health programs for thousands of displaced Kabul residents who were forced by the war to resettle in refugee camps near Jalalabad in Afghanistan.

Government relations throughout the year were difficult for IRC as well as other NGOs working in Peshawar. Pakistani work visas for IRC's expatriate staff were delayed as were many permits to transport materials for engineering, water and sanitation projects from Pakistan to Afghanistan. Inside of Afghanistan, the local governments in Khost and Nangarhar provinces were supportive while those in Paktia and Logar provinces, were less so.

Three IRC vehicles were hijacked in the Paktia-Logar area during the year. In the last case, IRC's Monitoring Manager and three of his Afghan colleagues were threatened with death before being released. By using contacts with important tribal groups, two of the vehicles were returned after some delay; the third was not, although its whereabouts is known. The local government is too weak to be of assistance.

Since funding for IRC has shifted greatly from American to European sources in the last few years, recruitment of Europeans to fill expatriate positions has increased. In another personnel area, three of IRC's top accountants, all Pakistani nationals, have been recruited for IRC international positions in other countries: Azerbaijan, Croatia, and Tanzania.

PERSONNEL

Executive Officers

John Dixon
Director

Linda Anderson
Deputy Director

Qaisar Saleem
Controller

Coordinators

Paul Daniels
Rehabilitation Program for Afghanistan

John Myers
Rural Assistance Program

Tila Khan Ahmadzai
Hangu Medical Program

Sakena Yacoobi
Female Education Program

Chin Chin Heng
Administration



Employment

December 31, 1994

Afghan: 1306
Pakistani: 122
Expatriate: 13

International Rescue Committee

Actual Expenses 1994 Source

TABLE 1

Donors	Amount	% Ratio
EUROPEAN	\$2,145,034	40.3
AMERICAN	\$1,412,622	26.5
UN AGENCIES	\$550,634	10.3
ASIAN	\$8,719	0.2
INCOME GENERATION	\$1,209,323	22.7
TOTAL	\$5,326,332	100.0

Actual Expenses 1994 Sector

TABLE 2

Sector	Amount	% Ratio
EDUCATION	\$1,530,264	28.7
AGRICULTURE	\$682,814	12.8
HEALTH	\$867,236	16.3
VOCATIONAL TRAINING	\$491,165	9.2
INCOME GENERATION	\$306,360	5.8
PRINTING PRESS	\$928,004	17.4
CENTRAL ADMINISTRATION	\$520,489	9.8
TOTAL	\$5,326,332	100.0

Actual Expenses 1994 Area

TABLE 3

Area	Amount	% Ratio
PAKISTAN PROGRAM	\$2,767,628	52.0
AFGHANISTAN PROGRAM	\$2,038,215	38.2
CENTRAL ADMINISTRATION	\$520,489	9.8
TOTAL	\$5,326,332	100.0

Actual Expenses 1987 - 1994

TABLE 4

Period	Amount	% Increase/ (Decrease)
1987	\$5,012,463	
1988	\$8,272,556	65.0
1989	\$10,447,799	26.3
1990	\$14,126,515	35.2
1991	\$9,700,763	(31.3)
1992	\$10,048,353	3.6
1993	\$6,997,973	(30.4)
1994	\$5,326,332	(23.9)

DONORS 1994

Academy for Educational Development, Washington

Afghanistan Relief Committee, New York

Agency for International Development, Washington

Bernard van Leer Foundation, The Hague

Bureau of Population, Refugees, and Migration
Department of State, Washington

Food and Agriculture Organization, Rome

International Rescue Committee, New York

Norwegian Refugee Council/Church Aid, Oslo

Refugees International - Japan, Tokyo

Stichting Vluchteling, The Hague

The Asia Foundation, San Francisco

The European Union, Brussels

United Nations High Commission for Refugees, Geneva

United Nations Children's Fund, New York

U.S. Information Agency, Washington



International Rescue Committee

Founded in 1933, the International Rescue Committee is the leading non-sectarian, voluntary organization providing relief, protection, and resettlement services for refugees and victims of oppression or violent conflict. IRC is committed to freedom, human dignity and self-reliance. The commitment is reflected in well planned resettlement assistance, global emergency relief, rehabilitation, and advocacy for refugees. Now operating in more than 20 countries around the world, IRC began its assistance programs for Afghans in 1980.

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